

**Phase IV: Identify the Problem of Practice**  
**Internship Project**  
**Roanoke Rapids High School**  
Melissa Richardson

**Problem of Practice:** Are teachers implementing researched-based practices with fidelity while also challenging students with questions and learning activities that require higher-order thinking, reflection and indicating rigor at high intervals?

What are the reading/writing strategies that students are using across content areas?

Is there evidence that students are thinking critically about their own writing and about their peer's?

Part I.

**How this will have a positive impact on student achievement?**

The assumptions we make about teaching and learning consist of two key elements. One the student will learn according to their effort and ability and school has no impact on their learning. Secondly, teachers and schools can have a significant impact on student learning. As teachers work more effectively and become more aware of researched-based strategies for instructional practices, assessing and responding to students they can help students learn at higher levels.

If we provide teachers with “ researched based instructional strategies” PD and teachers use the PD to strengthen their ability to teach students will become better readers, critical thinkers, and writers.

If the number of student engaged activities is increased, then students more likely will retain more information and become better students.

If the numbers, of writing assignments students complete are increased, then students will increase their writing practice and become better writers.

If teachers evaluate student writing in a public manner in their classroom, then student will increase their opportunity to see and hear good writing from their peers.

**How will the project be measured?**

This project will be measured be student projects, teacher lesson plans, and administrative walk-through observations, formative and summative assessments. There will be amid-year progress check with the first English I exam at the end of first semester. PLC data will be utilized to track progress and intervention effectiveness.

**What are the outcomes?**

**There will be significant growth of students successful in English I, as well teacher instructional practices.**

**What are your SMART goals?**

This year, at least 75% of the 201 ninth grade students in English I and earn a final grade of C or better and at least 75% of our students will meet or exceed the proficiency standard on the State EOC English I Assessment.

During the 2011-2012 school year, the number of 9<sup>th</sup> grade students at RRHS improving their English I scores will increase by 10% in each semester as measured by the EOC in English I and Algebra I.

Performance Targets	2009-2010	2010-2011
9 <sup>th</sup> grade English I	81% of students proficient	80% of students proficient
9 <sup>th</sup> grade Algebra I w/ ethnicity	52 % of students proficient	62% of students proficient
African American	59%	46%
White	85%	70%
Economically Disadvantage	72%	48%

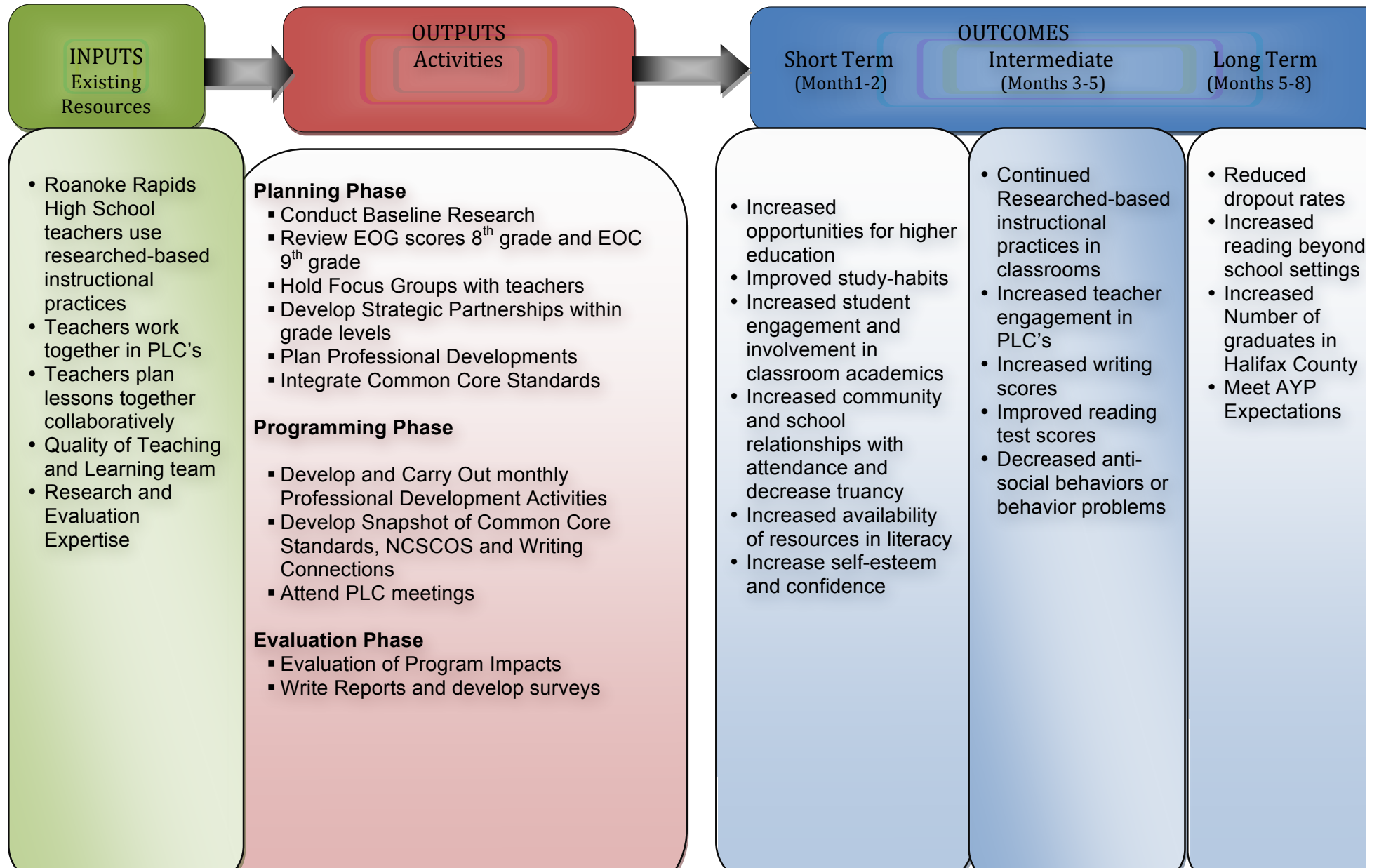
**What is your theory of action?**

If teachers are using researched-based instructional practices, asking high-order age-appropriate questions and providing sufficient wait time for student responses students will achieve higher as measured by formative, summative and interim assessments. Connecting researched-based strategies in instructional practices can improve instruction and student achievement.

# Logic Model

## Roanoke Rapids High School Logic Model –

**GOAL:** Are teachers implementing researched-based practices with fidelity while also challenging students with questions and learning activities that require higher-order thinking, reflection and indicating rigor at high intervals?



## **What actions will you take?**

By October 20, teams collaboratively create or revise team-meeting norms. Teams will review norms at every meeting and revise as needed.

By October 31, teams will collaborate to identify essential learning objectives for each course of study (English I and Algebra I).

Teacher will be provided researched-based instructional strategies monthly.

By November 30, 2011, I will provide professional development on researched-based reading strategies.

PLC /RTI weekly meetings will focus on student interventions based on data driven decisions of student learning. We will map out student essential learning outcomes.

## **Evaluative Questions**

How often are teachers using researched-based reading resources in their classroom instruction?

To what extent did the PD session include an introduction to reading strategies, discussion of how to use the strategies in the classroom?

How many collaborative lesson planning sessions are teachers incorporating student-engaged activities?

Did teachers find the professional development session useful?

